R E P O R T R E S U M E S

ED 010 932 FL 000 007

PROCEEDINGS OF THE CONFERENCE ON METHODS IN FOREIGN LANGUAGE EDUCATION.

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PUB DATE 66

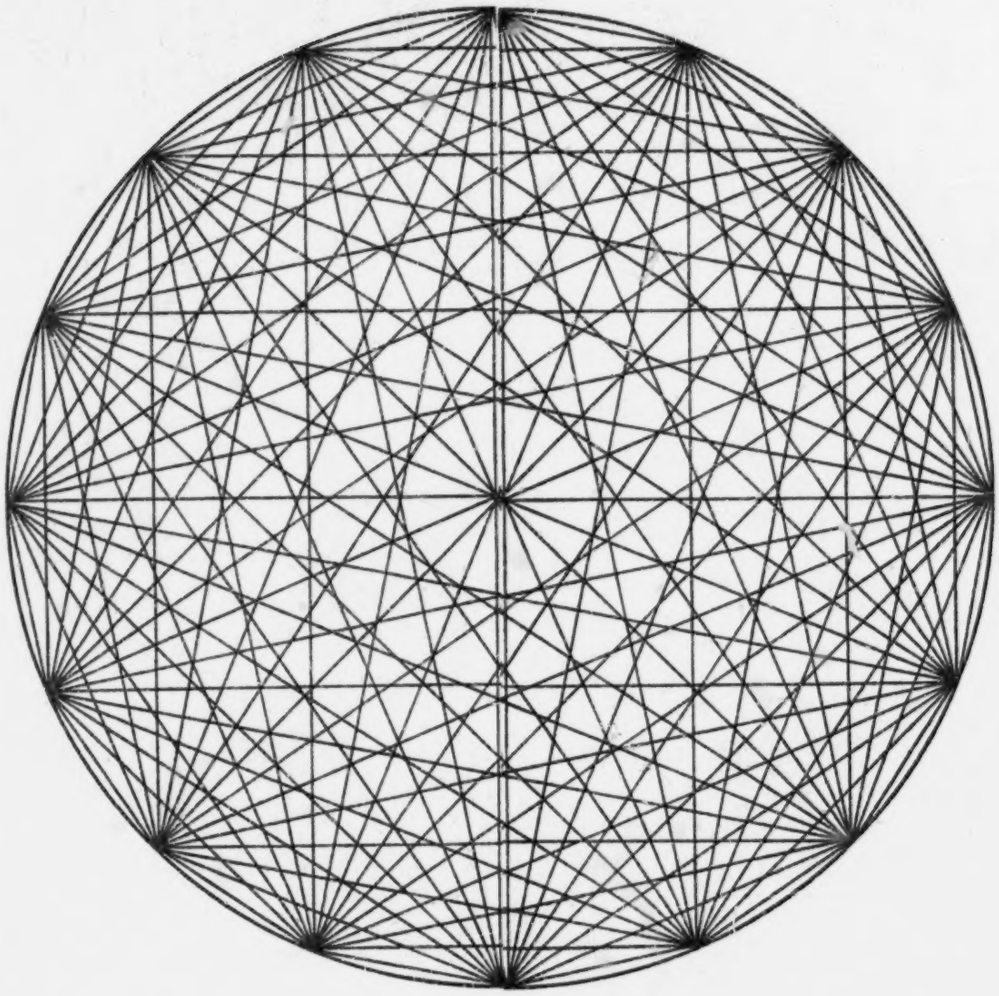
EDRS PRICE MF-$0.09 HC-$1.36 34P.

DESCRIPTORS- *LANGUAGE TEACHERS, *METHODS COURSES, *METHODS TEACHERS, *PROGRAM GUIDES, *TEACHER EDUCATION, CONFERENCES, INSTRUCTIONAL MATERIALS, LANGUAGE SKILLS, PROFESSIONAL EDUCATION, QUESTIONNAIRES, TEACHER QUALIFICATIONS, BUTLER UNIVERSITY, INDIANAPOLIS, BLOOMINGTON

THIS STATEWIDE CONFERENCE, UNDER THE AUSPICES OF THE INDIANA STATE ADVISORY COMMITTEE FOR FOREIGN LANGUAGES, WAS CONCERNED WITH METHODS COURSES FOR PROSPECTIVE ELEMENTARY AND SECONDARY FOREIGN LANGUAGE TEACHERS. THE CONFERENCE MADE GENERAL RECOMMENDATIONS FOR PROFESSIONAL EDUCATION, BUT CONCENTRATED ON THE EXISTING WEAKNESSES OF METHODS COURSES. IT SUGGESTED METHODS AND TEACHER EDUCATION PROGRAMS GUIDELINES ON TRAINING THE FUTURE TEACHER IN (1) USING INSTRUCTIONAL MATERIALS, INCLUDING LANGUAGE LABS AND NEW MEDIA, (2) DEVELOPING THE FOUR LANGUAGE SKILLS, (3) STUDYING TO COMPETENCY RELATED DISCIPLINES AND THE CULTURE, CIVILIZATION, AND LITERATURE OF THE FOREIGN LANGUAGE, AND (4) LEARNING LANGUAGE ANALYSIS. METHODS COURSES SHOULD INCLUDE PRACTICAL INFORMATION ABOUT CLASSROOM TECHNIQUES AND APPROACHES TO OR METHODS OF PRESENTATION, AND AN OPPORTUNITY NOT ONLY TO OBSERVE A VARIETY OF TEACHING SITUATIONS OF DIFFERING QUALITY AND LEVEL IN ELEMENTARY AND SECONDARY SCHOOLS BUT ALSO TO UNDERGO A WELL-SUPERVISED STUDENT TEACHING EXPERIENCE. AN APPENDIX TO THE PROCEEDINGS PRESENTS THE RESULTS OF A SURVEY OF METHODS COURSES IN INDIANA. THIS DOCUMENT IS ALSO AVAILABLE FROM THE INDIANA LANGUAGE PROGRAM, 101 LINDLEY HALL, INDIANA UNIVERSITY, BLOOMINGTON, INDIANA 47401. (AS)

ED010932

Edited by CLEMENS L. HALLMAN



PROCEEDINGS OF THE CONFERENCE ON METHODS IN FOREIGN LANGUAGE EDUCATION

HELD AT BUTLER UNIVERSITY / NOVEMBER 6, 1965

Conference sponsors

INDIANA LANGUAGE PROGRAM
INDIANA STATE DEPARTMENT OF PUBLIC INSTRUCTION
INDIANA STATE ADVISORY COMMITTEE FOR FOREIGN LANGUAGES

FL 000 007

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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PROCEEDINGS OF THE CONFERENCE

ON

METHODS IN FOREIGN LANGUAGE EDUCATION

EDITED BY

CLEMENS L. HALLMAN

INDIANA LANGUAGE PROGRAM

INDIANA UNIVERSITY

1966

Additional copies of this booklet may be obtained by writing to:

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FOREWORD

The recent change in emphasis in the teaching-learning process in foreign language calls for teachers with different skills and knowledge than had heretofore been required. The foreign language teacher needs to understand and be able to translate many recent psychological, linguistic, and pedagogical findings to the classroom. In order to acquire such knowledge many in-service programs have been established and attempts made to improve and strengthen existing pre-service programs.

Recognizing the immediate need for teachers acquainted with new methods, techniques, and materials, the U.S. Office of Education supported, through the National Defense Education Act (N.D.E.A.), special institutes for elementary and secondary school teachers. In an attempt to find a more permanent solution, the Modern Language Association, through a Carnegie grant, has made considerable progress in identifying effective practices that could be incorporated into regular college and university teacher education programs.

At the state and local level, however, much remains to be done. Realizing this situation, on May 22, 1965, the Indiana State Advisory Committee for Foreign Languages (an advisory committee to the Indiana Language Program and the Indiana State Department of Public Instruction) recommended that a concerted effort be made to strengthen teacher education programs in Indiana colleges and universities. As a first step toward this goal a state-wide conference dealing primarily with

the "methods" course for prospective elementary and secondary foreign language teachers was organized and held at Butler University on November 6, 1965. This publication is a compilation of the proceedings of the conference -- it is not intended to serve as a blueprint of the "ideal" methods course.

The Conference sponsors gratefully acknowledge the contributions of the following people who served in a valuable capacity as recorders and discussion chairmen: Professors Clide Aldrich and Clyde Clark, Butler University; Francis Gravit and Lorraine Strasheim, Indiana University; Earle Randall and William Hatfield, Purdue University; and Miss Wahneta Mullen, Indiana State Department of Public Instruction. Special appreciation is extended to all those who served on the program. (See Appendix B)

C.L.H.

I. GENERAL RECOMMENDATIONS CONCERNING PROFESSIONAL EDUCATION

1. It was suggested that, wherever possible, a separate methods course be offered for each foreign language. If this is not feasible a "team" approach might be used, i.e., a general foreign language methods course aided by personnel from each language department represented in the "general" course.

2. Care should be taken in the selection of a methods teacher. Depth of training in the language field alone does not qualify anyone to teach a methods course.

3. Consideration should be given to increasing the scope of the methods course even if it means expanding the professional preparation program.

4. Institutions preparing foreign language teachers should have a good, up-to-date curriculum library, including most of the basic classroom textbooks, supplementary material, films, tapes, records, etc.

5. It was suggested that the person teaching the methods course also be involved in the student teaching program. Such an arrangement can offer many advantages, especially in articulation between theory and practice.

6. Any effort to strengthen local teacher education programs should entail the use of the criteria (guidelines) developed by the Modern Language Association of America (page 9).

7. Colleges and universities may wish to consider the possibility of offering the methods course, or a special seminar, in conjunction with student teaching. In case the first is not possible the latter could prove effective if its purpose is to discuss practical, everyday teaching problems, and is offered in addition to the college foreign language methods course.

8. Institutions should consider the establishment of a five year teacher education program.

9. There should be a required methods course at the graduate level, especially for "master of arts in teaching" candidates.

10. Teacher training institutions should be concerned with the potential influence of the school cooperating (critic, supervising) teacher on the future foreign language teacher. The selection of a co-operating teacher is of unusual importance.

II. THE METHODS COURSE

The methods course for school foreign language teachers should include:

1. Instruction concerning the contributions of related disciplines.

   Students need to become acquainted with the historical basis of foreign language pedagogy as well as to realize the valuable contributions of such areas as psychology, anthropology, and linguistics. As teachers they must be aware of the nature of language learning, contrastive analysis and, more important, know how these areas affect classroom learning, techniques, and materials employed.

2. Practical and specific information concerning classroom presentation.

   There is a great need for prospective teachers to know the various teaching techniques employed in classroom presentation. These should include the many "tricks-of-the-trade." A methods course should include down-to-earth instruction relative to the preparation of a lesson plan, what and how much to include in it, and what a teacher should do the very first day of class. In addition, instruction should deal with how to "spark" a given textbook, including how and where to obtain realia.

3. Discussion concerning objectives and practical, realistic goals of foreign language study.

   Students should be made aware of the end goals of language study as well as of the goals at the various levels of instruction. Furthermore, they should be apprised as to the appropriate methods and instructional materials needed to meet such goals.

4. Frequent observations of elementary and/or secondary school teaching.

   Students should be required to observe actual teaching of the foreign language they plan to teach prior to the student teaching

experience. Preference is given to the observation of live demonstrations; however, closed-circuit TV, films, and kinescopes showing good teaching practices can serve as a useful substitute. Perhaps, in some situations, students can observe both live demonstrations and teaching on films. In addition, it was suggested that students have much to gain from observing classes taught in other languages and subjects than their own.

Observations of school teaching should be a requirement of the teacher education program. That is, students should be assigned a specific number of observations, and advised as to specific techniques to identify. Obviously, before any observations are made criteria relative to good teaching practices should be agreed upon. It was suggested that after each observation students should be required to prepare an evaluative report of their observation and be ready to discuss its content.

5. <u>Instruction concerning purpose, value, and use of instructional media, including language laboratories</u>.

Future teachers should learn how to use such media as overhead, film, and filmstrip projectors, tape recorders, splicers, and erasers, and how to prepare transparency overlays, tapes, etc. The instructor should identify the advantages and limitations of each type of media in foreign language instruction. In this area the audio-visual center can render valuable service. (It was suggested that students be encouraged to take part in the New Media N.D.E.A. Institutes.)

Concerning the language laboratory the prospective teacher should not only be introduced to laboratory theory but must be involved in an actual physical introduction to the laboratory. Instruction should include the various types of laboratories, such as: fixed-booth, portable, electronic classroom, and possible combinations of these. It is suggested that whenever feasible students be required

to work in a language laboratory prior to student teaching. In addition, it is suggested that methods teachers themselves use some of the new media in their instruction.

6. Discussion of criteria for the selection of instructional material.

The methods teacher should be familiar with a reasonable number of instructional materials, including textbooks. A textbook study is valuable not only because the beginning teacher may have to select a textbook, but also because the novice teacher may need to adapt a textbook already in use by the school in which he has been employed. In Indiana, discussion should most certainly include textbooks on the "state adopted" list.

Concerning selection criteria, it was suggested that methods teachers use the Modern Language Association (4 Washington Place, New York, N. Y. 10003) Selective List of Materials as a basis. In this connection it is absolutely necessary that each institution preparing foreign language teachers have an up-to-date curriculum library. Teachers must be acquainted with various textbooks, their pros and cons, and know how to choose a text-book and other material that will best fulfill the defined goals. Consideration should also be given to its appropriateness for a given age group.

Special attention should be given to the selection of supple-mentary instructional material and to professional references and resources for the teacher.

7. Evaluation of pupil achievement and means of measuring same.

A methods course should definitely include instruction on testing and evaluation - why, how, and when to test, and which tests to use. In addition, standardized and teacher-made tests should be discussed as to their values, uses and shortcomings,

and how to assess them.

Future teachers should know how to evaluate all language skills, especially oral and comprehension skills.

8. Instruction concerning age levels and articulation.

Students should understand what may be expected from a certain age level and the different teaching approaches and techniques most effective at the various school levels. Teachers at the secondary level need to know what goes on both in the elementary school and at the college and university levels.

The problem of sequence and of smooth articulation between language levels is a critical area in foreign language instruction and should definitely be included in the teacher education program.

9. Instruction in teaching beyond the first year.

Today many more schools are offering a three, four, or five-year language sequence; therefore, prospective teachers need theory and practice concerning intermediate and advanced level instruction. Included in this area should be discussion regarding the place of literature, language laboratories, testing and evaluation of advanced skills, etc.

10. Discussion on professionalism.

Every foreign language teacher should be a "professional." He should be aware of, and encouraged to join, professional language and pedagogical associations.

11. Practice teaching during the methods course.

It is suggested that each future teacher be required to present a sample lesson during the methods course. This might be done

by using his peers for a class, school-laboratory facilities, closed-circuit television facilities, etc. In any case the methods teacher should require this activity prior to student teaching.

III. WEAKNESSES OF METHODS COURSES

The following weaknesses of methods courses were identified:

1. There was no training in textbook evaluation and selection, no opportunity to examine various texts and other materials.

2. Student teachers were not required to practice preparing lessons or to present a lesson.

3. There was no demonstration of teaching technique.

4. There was little or no opportunity to observe good foreign language teachers at the various levels.

5. There were disadvantages to having students majoring in different languages in the same methods class.

6. There was no instruction in the use of the various types of equipment or in the use of the language laboratory.

7. Methods teachers talked about the "ideal" situation, but this information was not applicable in the classroom the following year.

IV. GUIDELINES FOR TEACHER EDUCATION PROGRAMS IN MODERN FOREIGN LANGUAGES*

The following guidelines are the recommendations of the Modern Foreign Language Teacher Preparation Study of the Modern Language Association in cooperation with the National Association of State Directors of Teacher Education and Certification. The Study was supported by the Carnegie Corporation of New York.

1. The Preparation of the American School Teacher.

The preparation of a teacher in this country usually consists of: general education, courses and experiences which help him become a well-educated person; academic specialization, courses and experiences which help him become proficient in an area of concentration; and professional education, courses and experiences which help him prepare himself as an educator.

The statement which follows is concerned only with academic specialization and professional education. It is intended to define the role of the modern foreign language teacher, to state the minimal competence which should be provided by a training program, and to characterize such a program.

2. The Modern Foreign Language Teacher in American Schools.

The teacher of a modern foreign language in American schools is expected to:

A. Develop in students a progressive control of the four language skills (listening, speaking, reading, writing).

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*Presented in preliminary form at the Butler University Methods Conference, November 6, 1965 by Mr. F. Andre Paquette, Director of Teacher Preparation and Testing, Modern Language Association. The guidelines were delivered in final form at the Foreign Language Program, MLA, 29 December, 1965. They are to be published in PMLA in May, 1966.

B. Present the language as an essential element of the foreign culture and show how that culture is similar to and different from that of the United States.

C. Present the foreign literature in such a way as to bring the students to understand and appreciate its values.

D. Make judicious selection and use of approaches, methods, techniques, aids, material, and equipment for language teaching.

E. Correlate his teaching with that in other areas.

F. Evaluate the progress and diagnose the deficiencies of student performance.

3. Minimal Objectives for a Teacher Education Program in Modern Foreign Languages*

The program to prepare a beginning modern foreign language teacher must provide him with the opportunity to develop:

A. Ability to understand conversation at normal tempo, lectures, and news broadcasts.

B. Ability to talk with a native with a command of vocabulary and syntax sufficient to express his thoughts in conversation at normal speed with reasonably good pronunciation.

C. Ability to read with immediate comprehension prose and verse of average difficulty and mature content.

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*Based on the "Good" level of the"Qualifications for Secondary School Teachers of Modern Foreign Languages," The Bulletin of The National Association of Secondary School Principals, XXXIX (Nov. 1955), as revised in Wilmarth H. Starr, "MLA Foreign Language Proficiency Tests for Teachers and Advanced Students," PMLA, Sept. 1962, Part 2.

D. Ability to write a simple "free composition," such as a letter or message, with clarity and correctness in vocabulary, idiom, and syntax.

E. An understanding of the differences between the sound systems, forms, and structures of the foreign language and of English and ability to apply this understanding to modern foreign language teaching.

F. An awareness of language as an essential element of culture and an understanding of the principal ways in which the foreign culture differs from our own. First-hand knowledge of some literary masterpieces and acquaintance with the geography, history, art, social customs, and contemporary civilization of the foreign people.

G. Knowledge of the present-day objectives of modern foreign language teaching as communication, and an understanding of the methods and techniques for attaining these objectives. Knowledge of the use of specialized techniques, such as educational media, and of the relation of modern foreign language study to other areas of the curriculum. Ability to evaluate the professional literature of modern foreign language teaching.

4. Features of a Teacher Education Program in Modern Foreign Languages

An institution that seeks approval of its modern foreign language and teacher education program accepts the responsibility for demonstrating that its program provides students with the opportunity to acquire the competences named above. It is characterized by the features listed below.

A. The Institution has a clearly formulated policy concerning admission to, retention in, and completion of the program.

The statement of this policy includes precise information about when and how to apply for admission to the program and what criteria are used in screening applicants; it states the minimal achievement required for successful completion of the program and it indicates when, how, and by what professional criteria students are eliminated from the program. A printed statement of this policy is available to all who request it.

B. The institution evaluates the previous language experience of all applicants for admission to the institution as well as of that of applicants to the modern foreign language teacher education program through the use of proficiency tests in the four language skills. It uses the results of such evaluation for student placement in modern foreign language instruction.

C. In order to provide candidates of varied backgrounds with the opportunity to achieve at least the level of "Good" in the seven areas of competence outlined in section 3 above, the institution offers, or provides by special arrangement, instruction in:

a. The four language skills (listening, speaking, reading, writing). This instruction includes regular and extensive exposure to several varieties of native speech through teachers, lecturers, native informants, or mechanically reproduced speech, and exposure to several varieties of the written language through books, newspapers, magazines, documents, etc.

b. The major works of the literature. This instruction is largely or entirely in the foreign language.

c. Other aspects of the culture and civilization. The instruction includes the study of the geography, history and contemporary civilization.

d. Language analysis, including a study of the phonology, morphology, and syntax of the modern foreign language and comparison of these elements with those of American English.

e. Professional education, including a study of the social foundations and the organization of public education in the United States, human growth and development, learning theory, and curriculum organization including the place of foreign languages in the curriculum.

f. Methods of teaching modern foreign languages. A study of approaches to, methods of, and techniques to be used in teaching a modern foreign language. There is instruction in the use of the language laboratory and other educational media.

D. The institution provides an opportunity for systematic, supervised observation of a variety of modern foreign language teaching situations of differing quality in elementary and secondary schools, at beginning, intermediate, and advanced levels of instruction, in classroom and language laboratory.

E. The institution provides student-teaching experience under expert supervision in which the candidate can demonstrate his actual or potential ability to be a modern foreign language teacher.

F. The institution has a staff whose combined competences are superior to the level of instructional proficiences which are the objectives of the program. The teachers of the methods courses and the classroom teachers (cooperating teachers) who supervise the student teaching are experienced foreign language teachers and are themselves proficient

at least at the level of "Good" in the seven areas of competence. In addition, the cooperating teachers are interested in having student teachers work under their supervision and are compensated as professional specialists for their supervisory work.

G. The institution maintains a curriculum library containing the materials and equipment commonly used in teaching modern foreign languages in elementary and secondary schools.

H. The institution provides all students of modern foreign language with such opportunities for reinforcement of their classroom learning as a language laboratory, foreign films, plays, and lectures; language reading and listening rooms with books, periodicals, records, and tapes; language houses and language tables.

I. The institution, if it does not have its own program outside the United States, calls to the attention of all foreign language majors specific foreign study programs which have been carefully selected.

J. A candidate's achievement in the seven areas of competence is evaluated through appropriate tests, his teaching skill is appraised by experts, and the results of the evaluation and appraisal are available for advising him in his continuing education and for recommending, licensing and employing him. His readiness to teach is certified in the name of the whole institution. An official designated to make such certification is able to demonstrate that he has received information about the candidate from all units in the institution concerned with the candidate's preparation.

APPENDIX A

SUMMARY OF QUESTIONNAIRE

Questionnaires concerning the methods course offered by institutions of higher education for prospective foreign language teachers were mailed to all known methods teachers prior to the Butler Conference. In addition, questionnaires were mailed to those institutions where the name of the methods teacher was not available.

Definition of "methods": The following definition of the term methods was used in the questionnaire: "A college course which has as its primary purpose the training of future elementary or secondary school foreign language teachers, including foreign language pedagogy, instructional materials, etc."

Data Interpretation: In order that the interpretation of this survey be meaningful, the following statistics should be considered:

1. Out of thirty-one (31) questionnaires mailed to institutions of higher education twenty-six (26) responded. Data from twenty (20) are reported herein. Six (6) institutions indicated that they do not offer a methods course at the present time. This shows a response of 84 per cent, a fairly representative sample of the current methods situation in Indiana.

2. Since several institutions employ more than one methods teacher, data reported in this summary represent individual responses. The number of individual responses tallied is twenty-nine (29).

Results of Survey

1. Sequence and Exposure

A. How often is the course offered?

a.	Every semester	8
b.	One semester a year	6
c.	On demand	6
d.	Two out of three terms	2
e.	One out of three terms	6
f.	Every two years	1

B. Does the student take the course in the semester preceding student teaching? If not, when?

a.	Yes	13
b.	Fixed time every year	3
c.	Concurrently	6
d.	Same semester but preceding student teaching	6
e.	Two semesters preceding	1

C. Estimate the number of contact hours per week

a.	One and one-half hours per week	1
b.	Two hours per week	13
c.	Three hours per week	10
d.	Four hours per week	1
e.	Five hours per week	3

D. How many weeks in the methods course?

a.	Lowest number of weeks	2

b. Highest number of weeks 18

2. The Course

A. Do you offer a separate methods course for each foreign language?

a. Yes 12

b. No 17

B. Estimate approximate enrollment by course

a. 0-5	10	e. 21-25	1
b. 6-10	9	f. 26-30	2
c. 11-15	3	g. Over 30	1
d. 16-20	3	h. Unknown	2

C. Do students see "live" classroom teaching demonstrations during the course?

a. Yes 26

b. No 3

D. Do students "practice teach" in the methods course?

a. Yes 24

b. No 5

E. Instruction concerning:

a. How to teach listening, speaking, reading, and writing?

(1) All skills 27

(2) Only listening, reading, speaking 1

(3) Only speaking, reading 1

*b. Use and preparation of instructional media?

(1) Yes 26

(2) No 3

(3) Types of media indicated:

Overhead projector	8	Maps	2
Charts	8	Flash Cards	3
Tapes	19	Records	3
Films	7	Realia	1
Television	1	Other	10
Slides	6		

c. Use and purpose of electromechanical aids (language laboratories, recorders, etc.)?

(1) Yes 29

*d. Testing and Evaluation?

(1) Yes 25

(2) No 3

(3) Unknown 1

e. Teaching at advanced levels?

(1) Yes 16

(2) No 13

*f. Preparation and organization of daily and unit lesson plans?

(1) Yes 27

(2) No 2

g. Applied or contrastive linguistics?

(1)	Yes	16
(2)	No	12

*h. Psychology of learning?

(1)	Yes	18
(2)	No	11

i. Use and evaluation of current foreign language textbooks and supplementary materials?

(1)	Yes	28
(2)	No	1

*j. The role of foreign languages in the total curriculum?

(1)	Yes	19
(2)	No	10

k. Professional language organizations and publications?

(1)	Yes	24
(2)	No	4
(3)	Unknown	1

F. Do you use films and/or other media (e.g. overhead, slide projector, etc.) in the course?

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*NOTE: The questionnaire asked teachers to indicate any parts of item E, above, that were covered in other courses than the methods course. Approximately 21 per cent of the responses indicated that parts b, d, f, h, & j were covered in various education courses.

(1) Yes 24

(2) No 5

G. Have you had elementary or secondary school experience as a foreign language teacher?

(1) Yes 22

(2) No 7

APPENDIX B

PROGRAM

CONFERENCE ON "METHODS"
of
TEACHING FOREIGN LANGUAGES

November 6, 1965
Butler University
Indianapolis, Indiana

All meetings will be held in Atherton Center.

9:00-10:00 a.m.		Registration and Coffee, Room 326
10:00 a.m.	GENERAL SESSION	Room 307
	Welcome:	Dr. Robert Sullivan, Vice President, Academic Affairs, Butler University
		Professor Clide Aldrich, Head, Department of Modern Foreign Languages, and Director, Graduate Division, Butler University
	Presiding:	Professor George E. Smith, Director, Indiana Language Program, Indiana University
	Panel: College Methods and Classroom Practice	
	Moderator:	Professor George E. Smith
	Recorder:	Miss Wahneta Mullen, State Foreign Language Consultant, Indiana State Department of Public Instruction
	Members:	Miss Dorothy Lewis, Munster Schools Miss Barbara Schneider, Indianapolis City Schools Mrs. Diane Schoo, Whiteland Schools Miss Judith Colby, Lebanon Schools Miss Ann Pihlak, Pike Township Schools Mrs. Margaret Bartnick, Greenfield Schools
		Question-Answer Period

11:00 a.m. — Address: Mr. F. Andre Paquette, Director of Teacher Preparation and Testing, Modern Language Association of America

Question-Answer Period

12:30-1:30 p.m. — The Indiana Language Program cordially invites all participants to a LUNCHEON - Faculty Dining Room, Atherton Center

1:45-3:00 p.m. — Section Meetings (same agenda)

Section 1 - Room 308

Chairman: Professor Francis Gravit, Department of French and Italian, Indiana University.

Recorder: Professor Lorraine Strasheim, Foreign Language Department, University School, Indiana University.

Section 2 - Room 307

Chairman: Professor Earle Randall, Department of Modern Languages, Purdue University.

Recorder: Professor William Hatfield, Department of Modern Languages, Purdue University.

Section 3 - Room 311

Chairman: Professor Clide Aldrich, Head, Department of Modern Languages and Director, Graduate Division, Butler University.

Recorder: Professor Clyde Clark, Department of Modern Foreign Languages, Butler University.

3:00 p.m. — Adjournment

NOTE: Summary of procedings will be mailed to each Conference participant.

Conference Co-Chairmen:	Professor George E. Smith, Director, Indiana Language Program, Indiana University
	Professor Clemens L. Hallman, Associate Director, Indiana Language Program, Indiana University
Planning Committee:	Professor Earle S. Randall, Department of Modern Languages, Purdue University
	Professor Leonard Brisley, School of Education, Indiana University
	Professor M. Phillip Leamon, School Coordinator for Foreign Languages, Indiana University
	Miss Wahneta Mullen, State Foreign Language Consultant, Indiana State Department of Public Instruction
	Professor Clide Aldrich, Head, Department of Foreign Languages and Director, Graduate Division, Butler University
Co-Sponsors:	Indiana State Department of Public Instruction
	Indiana Language Program, Indiana University
	State Advisory Committee for Foreign Languages

APPENDIX C

Participants for Conference on Methods

Professor C. Hal Albro
DePauw University
Greencastle, Indiana

Professor Clide E. Aldrich
Butler University
Indianapolis, Indiana

Professor Gardner P. Ashley
Franklin College
Franklin, Indiana

Professor Robert L. Baker
Indiana University
Bloomington, Indiana

Mrs. Margaret Bartnick
Greenfield Schools
Greenfield, Indiana

Professor Eric W. Bauer
Notre Dame University
Notre Dame, Indiana

Professor Karl Benkeser
Ball State University
Muncie, Indiana

Mr. Leonard Brisley
Indiana University
Bloomington, Indiana

Professor James W. Brown
Ball State University
Muncie, Indiana

Professor Peter Bruning
Indiana State University
Terre Haute, Indiana

Professor Michael D. Buzash
Indiana State University
Terre Haute, Indiana

Mr. David G. Chandler
Indiana University
Bloomington, Indiana

Professor Clyde Clark
Butler University
Indianapolis, Indiana

Miss Judith Colby
Lebanon Schools
Lebanon, Indiana

Professor Paul Coleman
Butler University
Indianapolis, Indiana

Miss Marie-Christine Croene
St. Mary-of-the-Woods
Terre Haute, Indiana

Professor Francis J. Dannerbeck
Purdue University
Lafayette, Indiana

Mrs. W. F. Dube
DePauw University
Greencastle, Indiana

Mr. & Mrs. Fleming Falkenstein
Valparaiso University
Valparaiso, Indiana

Professor Graciela Fernandez
St. Francis College
Fort Wayne, Indiana

Professor Henry Glade
Manchester College
North Manchester, Indiana

Professor Doreen Goyer
Indiana State University
Terre Haute, Indiana

Professor Francis W. Gravit
Indiana University
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Miss Josee Guillemette
St. Mary-of-the-Woods
Terre Haute, Indiana

Professor William N. Hatfield
Purdue University
Lafayette, Indiana

Professor John Helms
Valparaiso University
Valparaiso, Indiana

Professor Elton Hocking
Purdue University
Lafayette, Indiana

Professor John B. Jantzen
Taylor University
Upland, Indiana

Professor Jerry Kasparek
Ball State University
Muncie, Indiana

Professor Donald Kline
Huntington College
Huntington, Indiana

Professor Duane C. Lang
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Indianapolis, Indiana

Miss Dorothy Lewis
Munster Schools
Munster, Indiana

Professor Bernard Manker
Wabash College
Crawfordsville, Indiana

Professor Agness McGhee
Indiana State University
Terre Haute, Indiana

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